EXHIBIT 1

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA

FRANKLIN ADMINISTRATION BUILDING

Thirteenth and K Streets, NW.

Washington 5, D. C.

C. Melvin Sharpe, President
Arcadia Near Phillips, Vice President
Wesley S. Williams
Mary H. Parker
West A. Hamilton
Walter N. Tobriner
Robert R. Faulkner
Margaret Just Butcher
Rowland F. Kirks
Elise Z. Watkins, Secretary
Hobart M. Corning
Superintendent of Public Schools

May 25, 1954

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Board of Education at its meeting held May 19, 1954, through its President, appointed the undersigned Board members as a Special Committee for the purpose of drafting principles for presentation to the Board at its special meeting on May 25, 1954, on the question of integration in the public schools.

This Special Committee held a meeting on May 22, 1954, in the Board Room of the Franklin Administration Building. Those present were the entire Special Committee, Colonel West A. Hamilton, Dr. Margaret Just Butcher and Miss Mary H. Parker, members of the Board of Education, the Superintendent of Schools and the Secretary of the Board.

The Special Committee voted unanimously to approve the following declaration of policy:

In the light of the decision of the Supreme Court of the United States in *Bolling* v. *Sharpe*, the Board of Education of the District of Columbia, believing it to be in the best interest of all citizens of the community of Washington, and necessary to the effective administration of an integrated system within the public schools, hereby adopts the following declaration of policy:

1. Appointments, transfers, preferments, promotions, ratings, or any other matters respecting the officers and employees of the Board shall be predicated solely upon merit and not upon race or color.

2. No pupil of the public schools shall be favored or discriminated against in any matter or in any manner respecting his or her relationship to the schools of the District of Columbia by reason of race or color.

3. Attendance of pupils residing within school boundaries, hereafter to be established, shall not be permitted at schools located beyond such boundaries, except for the most necessitous reasons or for the public convenience, and in no event for reasons related to the racial character of the school within the boundaries in which the pupil resides.

4. The Board believes that no record should be kept or maintained in respect to any pupil not enrolled in a public school on or prior to June 17, 1954, or in respect to any officer or employee not employed within

the system on or prior to that date in which information is solicited or recorded relating to the color or race of any such person.

5. That the maximum efficient use shall be made of all physical facilities without regard to race or color.

In support of the foregoing principles, which are believed to be cardinal, the Board will not hesitate to use its full powers. It is pledged to a complete and wholehearted pursuit of these objectives.

We affirm our intention to secure the right of every child, within his own capacity, to the full, equal and impartial use of all school facilities, and the right of all qualified teachers to teach where needed within the school system. And, finally, we ask the aid, cooperation and goodwill of all citizens and the help of the Almighty in holding to our stated purposes.

The Special Committee recommends the approval by the Board of the above stated declaration of policy.

Respectfully submitted,

WALTER N. TOBRINER, *Chairman*
WESLEY S. WILLIAMS
ROWLAND F. KIRKS
Special Committee

EXHIBIT 2

SUPERINTENDENT OF SCHOOLS
Franklin Administration Building
Thirteenth and K Streets, NW.
Washington 5, D. C.

May 25, 1954

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

On Monday, May 17, 1954, the Supreme Court of the United States issued two opinions, one having to do with segregation in public schools in Kansas, South Carolina, Virginia, and Delaware, and the other with segregated schools in the District of Columbia. The first opinion declared that "such segregation is a denial of the equal protection of the laws" and the second opinion stated:

> 'In view of our decision that the Constitution prohibits the states from maintaining racially segregated public schools, it would be unthinkable that the same Constitution would impose a lesser duty on the Federal Government. We hold that racial segregation in the public schools of the District of Columbia is a denial of the due process of law guaranteed by the Fifth Amendment to the Constitution.'

The latter opinion also restored to the docket of the Court the case of *Brown* v. *the Board of Education* for further argument next fall on certain aspects of the suit. This opinion placed upon the Board of Education and the Superintendent of Schools the responsibility for accomplishing the complete de-segregation of all public schools in the District of Columbia.

The transition from a segregated to a de-segregated type of school organization requires definite administrative decisions and practices. To accomplish the transition in Washington as rapidly and effectively as possible, basic principles need to be established which will govern all administrative procedures necessary in complying with the opinion of the Court. The Superintendent and his staff state as a basic premise that the schools will hereafter operate as a single

system and that no reference will be made in any way to racial differences among its pupils or its employees.

The following general principles are calculated to make the best use of the total resources of the school system in plant and personnel, to serve the best interest of all the pupils, and to promote the general welfare of the community. To implement these principles, administrative attention must be directed toward steps which will assure the distribution of pupils and the assignment of employed personnel smoothly and expeditiously. These general principles are presented to the Board of Education for its consideration.

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May 25, 1954

1. *Complete de-segregation of all schools is to be accomplished with least possible delay.*

   De-segregation by grades or by levels would delay the process and would create administrative problems arising from confusion and inconsistencies.

2. *New boundaries are to be established for each school.*

   Definite boundaries will be established for each school to make the optimum use of the school by the pupils living in its immediate area.

   In sections of the city where schools are located very close to each other it will be impossible to set up separate boundaries for each school. In such instances, therefore, the boundaries will be for groups of schools rather than for individual schools.

   When the new boundaries have been established and the plan is in operation, adherence to the boundary limitations must be definite and without exception.

This does not mean, however, that there will be any change in the present practice of adjustments of any school boundaries by the Superintendent wherever changes in school population make such action necessary. These boundary readjustments during the period of transition to a de-segregated system will probably be more frequent than they are at present.

3. *Appointments and promotions of all school personnel are to be made on a merit system only and assignment will be in accord with the needs of the service.*

The tenure rights of individuals as to salary level and rank will be maintained.

The duties of some officers will necessarily be changed.

4. *The transition to a de-segregated system is to be accomplished by natural and orderly means.*

Artificial and immediate reassignments of large numbers of pupils, teachers, and officers would be disruptive and will be avoided.

SCHOOL BOUNDARIES AND DISTRIBUTION OF PUPILS

One very significant aspect of the process of de-segregation is that concerned with the distribution of pupils among the various schools. It is evident that the reasonable and proper criteria for this distribution are:

1. the optimum use of all school buildings, and
2. the optimum accessibility of school buildings to the residences of pupils.

These criteria necessarily require the establishment of definite zones to be served by each school or group of schools. The teachers colleges and the vocational and technical high schools because they are specialized in nature will continue to be city-wide in their services. In establishing zones for the optimum use of all school buildings, the objective will be to assign to each given school or group of schools an area calculated to give each building its fair share of the total pupil load in relation to its capacity.

Although it will not be possible to avoid all traffic hazards or to assure convenient public transportation in every case in considering the accessibility of a school account will be taken of these factors as well as the factor of distance to be travelled by the pupils.

To facilitate the establishment of proper boundaries for all school buildings on a de-segregated basis, the residence cards for all pupils now in the Washington public schools have been set up on the IBM accounting machines according to city blocks, by grade levels, and by schools now attended. In addition thereto each building principal is preparing a spot map to indicate the places of residence of all his pupils. The officers charged with the responsibility of establishing the boundaries will then be able to determine the number of pupils now enrolled in the schools who live in any given city block. They will also know the grade level and the school last attended by each pupil. The compilation of these data will assist in the establishment of the boundary limitations.

In order to provide stability, continuity, and security in the educational experiences of pupils during the transition period, it is agreed that it will be educationally sound to permit pupils at present enrolled in any school to continue in that school even though they are not living within the new boundaries. By this means immediate displacement of unnecessarily large numbers of pupils will be avoided. Progressively with the establishment of new boundaries all children will attend the schools serving the areas in which they live.

The following procedures will be needed to carry out this plan:

1. Fixed zones are to be established for each elementary, junior high and senior high school to insure balanced use of school facilities.

2. All pupils new to the school system or to a particular school level will be assigned to the schools designated to serve the zones in which they live.

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3. All pupils at present enrolled in a given school may remain until graduation provided the school is not overcrowded and provided the priority rights of pupils within the new boundaries of the school are not denied. If they prefer they may transfer to the school serving the zone in which they live. Elementary school pupils who change residence will be transferred to the school assigned to the area of the new residence.

4. Transfers from one school to another will be required when necessary to relieve overcrowded conditions.

In order to demonstrate how these procedures will operate, the Superintendent suggests that the cases of the boundaries of two hypothetical schools (elementary, junior high or senior high) be considered: School "A", formerly a Division 1 school, and School "B", formerly a Division 2 school, serving areas within their new boundaries on a desegregated basis, the two areas being contiguous.

By the application of the foregoing procedures what children must attend and what children may attend School "A"?

These *must* attend School "A"

1. All children living within the new boundaries who formerly attended School "A".
2. All children living within the new boundaries who are entering a school of that level for the first time.
3. All children who are newly residing in the area served by School "A".
4. Children now attending School "B" but living within the boundaries of School "A" if School "B" becomes overcrowded.

Those who *may* attend School "A"

1. Children now enrolled in Schol "A" whether or not their residence is within the boundaries of School "A" may continue to attend until their graduation subject to the following conditions:
   a. if School "A" becomes overcrowded, pupils previously attending School "A" who live in the area now served by School "B" or any other school will be transferred to that school.
   b. if further relief from overcrowding is necessary after all children not living in the area served by School "A" have been transferred, it will then be necessary to provide additional relief by further changing the boundaries of School "A".

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2. Any child living in the area of School "A" may attend that school if he so desires even though he may now be enrolled in School "B" or in some other school.

It should be noted that all children living within the boundaries of any given school will have first priority for attending that school.

These same regulations will apply to School "B", and to all other elementary, junior high or senior high schools in the city except those which are city-wide in their services.

The ultimate distribution of pupils strictly in accordance with established zones will be accomplished through the provisions of the principle that all pupils entering the elementary, junior high, or senior high schools for the first time shall be assigned to the schools designated to serve the zones of their residences. This applies equally to pupils entering the first grade, pupils promoted to junior high or senior high schools, pupils entering the Washington Public Schools for the first time, and pupils transferring from one area of the city to another.

Finally, authority for the placement of all pupils must be vested in the Superintendent of Schools and his staff, who will administer the plan within the framework of the policies enunciated by the Board of Education.

ASSIGNMENT OF EDUCATIONAL EMPLOYEES

A second major aspect of the process of de-segregation is that dealing with the distribution of the teachers, including librarians and counselors. The following procedures are recommended to govern the assignment of these employees. Here again it is felt that once policies are established through formal action of the Board of Education the school administration shall then be vested with final authority for determining the placement of school employees.

1. *Teachers now in service.*

   In general these employees will remain in their present assignments subject to the following conditions.

a. They will be transferred only to meet the needs of the service and then only within the level and/or the subject matter fields of their preparation and experience.
b. When vacancies occur or when there is need for additional teachers in a given school, assignments to that school will be determined in accordance with the best use of available personnel. As is true at

present, a controlling consideration in the placement of personnel will be the general fitness and adaptability of an individual for a particular situation.
c. Requests of teachers for transfers will be honored as at present if the transfers are in accordance with the needs of the overall school organization.

2. *Appointment and placement of teachers new to the service.*

a. All appointments of teachers will be made from rated lists resulting from examinations to be held by a single Board of Examiners.
b. All assignments of new personnel will be in accordance with the needs of the service.

Another important aspect in the de-segregation process is the assignment of field officers. Since most of them are specialists in their field it is essential that consideration be given their training and experience.

1. *Principals and Assistant Principals now in service.*

The procedure for the assignment of assistant principals and principals now in the service will be the same as that prescribed for teachers.

2. *Directors, Assistant Directors, Heads of Departments, and other field officers.*

   Directors, assistant directors, and heads of departments, who at present serve the system on a divisional basis will be assigned to duties in the same fields of work on a city-wide basis. The duties of most of these positions fall logically into large areas, such as administration, supervision and improvement of instruction, and curriculum revision. Each of these officers will be assigned to some such area in his field on a city-wide basis and will serve all levels of the system.

3. Personnel in special departments and officers now operating on a divisional basis will be reassigned on a city-wide basis.

4. Newly appointed officers in these groups will be selected according to merit under the existing procedures for the selection and promotion of persons for officer positions, but on a system-wide basis.

The Superintendent is not yet prepared to make recommendations as to any formal changes in the functions of the

officers on his staff. The work involved in accomplishing desegregation in so large a school system will require the closely-knit and joint efforts of all these officers for a considerable period of time. They have been engaged in working out the detailed preparation of this plan and it will require their continued cooperative efforts in its inauguration. The responsibilities and duties of such officers as the Assistant to the Superintendent in charge of Business Administration, the Associate Superintendent in charge of Buildings and Grounds, and the Associate Superintendent in

charge of Personnel are already city-wide in scope. The work which is at present the responsibility of the officers in charge of instruction and school administration and of educational research will in no wise be lessened by the change in the school system. It is the plan of the Superintendent to assign these officers eventually to duties that will be broadened and on a system-wide basis and which will provide opportunity for the initiation of new services and the development of others not at present sufficiently emphasized. These reassignments will result in considerably improved supervisory and administrative practices in the classrooms of all levels.

PROPOSED SCHEDULE

To begin the implimentation of the plan to de-segregate the public schools of the District of Columbia, the Superintendent proposes the following tentative schedule:

By September, 1954—

Completion by the building principals and their supervisory officers of the establishment of new boundaries for all schools except those that will continue to function on a city-wide basis.

Relief of present urgent situations in:

1. Elementary Schools

   a. To relieve overcrowding transfer a sufficient number of pupils:

      from the Slowe and Noyes Schools to the Woodridge, Langdon, and Burroughs Schools

      from the Bruce, Monroe, and Park View Schools to the Raymond, Petworth, Barnard, and Rudolph Schools

      from the Madison, Maury, and Lovejoy Schools to the Kingsman, Edmonds, and Blair Schools

from the Taylor, Hayes and Ludlow Schools to the Wheatley School

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from the Bryan and the Payne Schools to the Buchanan School.

from the River Terrace School to the Benning School.

b. To vacate the Military Road School, no longer needed for classrom purposes, transfer the pupils from that school to the Brightwood School.

2. Junior High Schools

a. To alleviate overcrowding transfer pupils:

from the Randall Junior High School to the Jefferson Junior High School

from the Browne, Eliot, and Langley Junior High Schools to the Eastern Junior-Senior High School

from the Kelly Miller Junior High School to the Sousa Junior High School.

NOTE: These transfers of elementary and junior high school pupils are proposed by the Superintendent because of almost emergency situations and in his opinion are deserving of approval at this time at first steps in the compiete de-segregation process. He feels that no cases beyond these should be considered at this time.

3. Senior High Schools

Begin the merging of the McKinley and Armstrong Technical High Schools by transferring to McKinley students in such courses as can be accommodated in the present classroom and shop facilities.

NOTE: The complete merger of these two schools will depend upon appropriation of necessary funds for construction and moving and purchase of equipment.

4. Teachers Colleges

While there is no urgent situation in the college enrollments, it is proposed that both Wilson and Miner Teachers College be opened to qualified students regardless of race and that the two institutions plan special course offerings so

that students in either one will be able to take advantage of such offerings in the other. A complete merging of the colleges cannot be accomplished at this time since there is not at present any building available which can accommodate so large an institution.

Attention is called to the fact that the suggestions proposed above providing for de-segregation in certain areas of the school system are in advance of any present requirement of the Supreme Court Opinion.

After the opening of the schools in September, the Superintendent will continue as rapidy as possible with the whole

program, taking into consideration the necessary steps, the most important of which are listed below:

1. Assigning pupils to schools on basis of new boundaries.
2. Preparing Board Orders for changed assignments of teachers and officers where necessary.
3. Carrying on programs of in-service training in intercultural relationships for all employees.
4. Conducting examinations based on amended legislation.
5. Establishing new eligible lists for teacher appointments.
6. Replanning city-wide student activities, such as sports, cadets, student government, and musical activities.
7. Relocating all field officers now occupying space which will be required for classroom use.
8. Making adjustments in allotments for postage, stores—clerks, and evening schools.
9. Moving furniture and classroom equipment.
10. Arranging for adjustments in the delivery of classroom supplies and textbooks to meet changed school enrollments.
11. Recommending to the Board necessary changes in its rules.

If the Board approves the Superintendent's plan and if there are no such setbacks as the failure to secure such legislative changes as the Corporation Counsel deems necessary or to secure funds that may be necessary to accomplish the physical changes in schools and in the redistribution of classroom equipment and supplies, the Superintendent feels

that he can complete the changeover to a de-segregated system by September, 1955.

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May 25, 1954

It is the belief of the Superintendent that he cannot in September go beyond the steps outlined in this report because of the lack of sufficient time before the close of school in June as the presence of pupils, teachers and officers is essential to the carrying out of these plans. The official school calendar specifies June 17, as the last day for pupils; June 18, as the last day for teachers; and July 1 through August 31, as the summer vacation period for field officers. The field officers are, of course, subject to call during this vacation period if their services are needed.

The Superintendent submits this report for the consideration of the Board and recommends its approval. For the convenience of the Board he recapitulates below the specific recommendations that will require Board approval before he can begin the administrative steps looking to the actual de-segregation of the public schools of the District of Columbia:

1. As a basic premise, that the public schools operate hereafter as a single system without reference of any kind to or consideration of racial differences among its pupils or its employees.

2. That complete de-segregation be accomplished with the least possible delay according to the suggested schedule steps.

3. That the transition to a de-segregated system be made by natural and orderly means.

4. That new boundaries be established for each school to provide the optimum use of all buildings and the

optimum accessibility of schools to the places of residence of pupils.

5. That the assignments of pupils to schools be made on the basis of the steps outlined in the section, "School Boundaries and Distribution of Pupils," and according to the calendar established in the schedule.

6. That all appointments, promotions, and assignments of school personnel be made on the basis of merit only and in accordance with the needs of the service.

7. That the assignments of teachers, librarians, counselors, and field officers be made according to the policies outlined in the section, 'Assignment of Educational Employees.'

8. That members of the Superintendent's immediate staff continue in their present assignments until the whole process of de-segregation has proceeded sufficiently far to enable the Superintendent to present his plan for the reorganization of his staff including such changed duties as he then finds expedient.

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May 25, 1954

9. That a schedule be set up providing by September, 1954, for the establishment of new boundaries for all schools; the closing of the Military Road School; the relief of pupil-overcrowding in those elementary schools and junior high school listed in the schedule on pages 7 and 8; the beginning of the merging of the McKinley and Armstrong Technical High Schools; the opening of both Teachers Colleges on a de-segregated basis; and by September, 1955, the complete de-segregation of all schools in the system.

The Superintendent further recommends that he be authorized to prepare an estimate of funds to be sought through appropriation covering such expenses as will be incurred in the de-segregation process that can not be met from funds already appropriated.

The Superintendent is submitting a separate report covering amendments to existing legislation which he considers necessary to the de-segregation program.

Respectfully submitted,

Hobart M. Corning
Superintendent of Schools

EXHIBIT 3

SUPERINTENDENT OF SCHOOLS
Franklin Administration Building
Thirteenth and K Streets, NW.
Washington 5, D. C.

June 23, 1954

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent submits the following calender of dates for the steps that have been or are to be taken to complete the program of de-segregation of the public schools of the District of Columbia

STEPS IN DE-SEGREGATION PROGRAM ALREADY ACCOMPLISHED

June 8 Temporary reorganization of the two Boards of Examiners into one Board under the direct chairmanship of the Superintendent.

June 10, 11, 12 Teacher examinations for elementary, junior high, and vocational high schools on a completely integrated basis.

June 11 Notices sent to all high school principals announcing that both Miner and Wilson Teachers Colleges are receiving applications for admission in September from any qualified person, regardless of race.

June 11 Instructions issued to Heads of Departments of Military Science and Tactics to prepare and submit suggested plan for integration of cadet program for 1954-55 school year.

June 14 Meeting of First Assistant and Associate Superintendents concerned, Directors of Health, Physical Education, Athletics, and Safety, and Directors of Athletics to discuss all sports programs for 1954-55 school year. Directors of Athletics to report back on June 24 with suggested schedules.

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of the District of Columbia—2

June 23, 1954

June 14 First field officer examination announced on a city-wide basis (five such announcements issued to date).

June 15 Completion of tabulation and listing of data from registration cards for approximately 100,000 pupils.

June 17 Preliminary steps completed to effect transfers of pupils in elementary, junior high, and senior high schools listed in Superintendent's report of May 25. (Proposed Schedule, pp. 7-8.)

June 23 Revised legislative language submitted to the Board covering necessary amendments to existing law because of Supreme Court decision—

Concerning First Assistant Superintendents

Concerning Chief Examiners

Concerning Boards of Examiners

Concerning School Censuses

STEPS IN DE-SEGREGATION PROGRAM TO BE ACCOMPLISHED

July 1 Superintendent to submit to Board maps and descriptive data to show new boundary lines for all elementary, junior high, and senior high schools.

All necessary data concerning new boundaries to be furnished school principals and press to insure publicity reaching all school personnel and patrons.

July 1 Superintendent to submit recommendations for merging of all lists of persons eligible for appointment to all teacherships on all levels.

July 6 Completion of estimate for 1956 budget for funds needed to convert McKinley High School to a modern technical school to permit the eventual closing of the present Armstrong Technical High School.

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of the District of Columbia—3

June 23, 1954

September 1* Use of new boundaries on all levels for all pupils new to the public schools including kindergarten and first grade pupils entering the public schools for the first time.

September 13* Evening schools to open for operation on an integrated basis.

September 13* Transfers of selected Division 2 elementary school pupils who because of present boundaries are required to travel excessive distances where there are

present Division 1 schools near their homes. This is possible as it involves a limited number of pupils and in no instance will require reorganization in a school receiving pupils or the transfer of furniture or equipment.

Any similar cases on the secondary level will be considered on an individual basis.

September 13 Pupil changes indicated by the following table:

ELEMENTARY SCHOOLS

Pupils to be transferred from 12 schools in Division 2 to 14 schools in Division 1		Estimated number of pupils to be transferred	Resulting number of pupils in integrated schools based on June enrollments**
FROM	TO		
Bruce	Barnard		
Bryan	Benning		
Hayes	Blair		
Lovejoy	Brightwood		
Madison	Buchanan		
Maury	Burroughs		
Military Road	Edmonds		
Noyes	Kingsman	1503	6341
Park View	Langdon		
River Terrace	Petworth		
Slowe	Raymond		
Taylor	Rudolph		
	Wheatley		
	Woodridge		

* This step has not previously been reported to the Board

** This number does not include the schools which are integrated by the admission of pupils new to the school system and the new kindergarten and first grade pupils.

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June 23, 1954

Transfer of special cases of pupils travelling excessive distances to schools nearer their homes (18 schools)		Estimated number of pupils to be transferred	Resulting number of pupils in integrated schools based on June enrollments**
Bancroft	Patterson		
Congress Heights	Powell		
Eaton	Randle Highlands		
Hearst	Rudolph		
Janney	Simon	96	9603
Key	Stoddert		
Lafayette	Truesdell		
Orr	Tyler		
Oyster	West		

JUNIOR HIGH SCHOOLS

Pupils to be transferred from 5 junior high schools in Division 2 to 3 junior high schools in Division 1			
FROM	TO		
Browne	Eastern Jr. - Sr.		
Eliot	Jefferson	344	3050
Langley	Sousa		
Miller			
Randall			

SENIOR HIGH SCHOOLS

Pupils to be transferred from Armstrong to McKinley High School		460	1230

** This number does not include the schools which are integrated by the admission of pupils new to the school system and the new kindergarten and first grade pupils

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of the District of Columbia—5

June 23, 1954

	Estimated number of pupils to be transferred	Resulting number of pupils in integrated schools based on June enrollments**
TEACHERS COLLEGES		
Admission of applicants without regard to race		908
EVENING SCHOOLS		
Opening Evening Schools to all students		8677
Totals	2903	29809

September 13 Completion of building organizations including the transfer of teachers in some schools.

September 13 Completion of transfer of furniture and equipment and textbooks and classroom supplies between schools affected by pupil transfers.

October 1-15 Explain to all pupils the options provided either for remaining in present schools or transferring to new schools.

Hold meetings for parents of all children who are qualified to request options to explain the choices although no assurance can at that time be given whether the options can be approved for February 1 or for a later date.

Written statements to be filed not later than November 11 confirming all options requested. Sixth, ninth, and twelfth grade pupils not to be transferred.

The Superintendent repeats his desire to take such additional progressive steps as are consistent with the welfare of the children. He will, therefore, examine and tabulate all the written options that are filed to determine the numbers of pupils residing outside the new boundaries who wish to remain in their

** This number does not include the schools which are integrated by the admission of pupils new to the school system and the new kindergarten and first grade pupils.

present schools and the numbers of those who wish to transfer to the schools serving their residence areas. On the basis of these findings he will then make such changed pupil assignments as are found feasible without forced transfers at the beginning of the new semester in February.*

January 31, 1955* Assign all junior high school graudates to senior high schools on the basis of the new boundaries.

Make such additional teacher transfers and school reorganizations as are necessary.

Effect such transfers at all levels as may produce a better balanced use of all school facilities, and at the same time be consistent with the educational program of the children themselves.

Arrange for building changes and transfers of equipment and supplies as are necessitated by the changed pupil assignments.

February to June, 1955 Complete the processing of all options not acted upon for February with the consequent pupil transfer and reassignment of teachers on September 1, 1955.

Arrange for additional transfers of furniture and equipment and textbooks and supplies, where necessary.

September 1, 1955* The Superintendent announces one further important step in the integration process which is now presented. This will involve the closing of the Cardozo High School by June, 1955, and the merging of the Wilson and Miner Teachers Colleges in the present Cardozo building in September, 1955. The rezoning of the senior high schools has revealed such an overage of seating space that Cardozo can be closed and the pupils accomodated in the remaining senior high schools, freeing the Cardozo building for college use. It is planned also at the same time to open a junior high schol unit in the same building to serve as a laboratory school for the new merged college. The Superintendent will submit a subsequent and more detailed report on this new plan.

*This step has not previously been reported to the Board

To the Board of Education
of the District of Columbia--7

June 23, 1954

As the Superintendent studies the entire process of integration and discovers additional steps which can be taken he will advise the Board of Education.

September 1, 1955 All steps will have been taken to complete de-segregation of the public schools. Technically, de-segregation will have begun in all schools in September, 1954, since the admission of all pupils including kindergarten and first-grade pupils new to the public schools will be on the basis of the new boundaries. All senior high schools will, in addition, be further integrated by the admission of all junior high school graduates in February, 1955, on the basis of the new boundaries.

The Superintendent recommends that the Board of Education approve this schedule and authorize the Superintendent to proceed administratively to carry out the various steps enumerated.

Respectfully submitted,

/s/ H. M. Corning,

Hobart M. Corning
Superintendent of Schools.

EXHIBIT 4

SUPERINTENDENT OF SCHOOLS

Franklin Administration Building

Thirteenth and K Streets, N. W.

Washington 5, D. C.

POLL OF BOARD

September 8, 1954

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The declaration of policy on the question of integration in the Public Schools of the District of Columbia approved by the Board on May 25, 1954, contains the following statement:

> "The Board believes that no record should be kept or maintained in respect to any pupil not enrolled in a public school on or prior to June 17, 1954, or in respect to any officer or employee not employed within the system on or prior to that date in which information is solicited or recorded relating to the color or race of any such person."

As the opening of the fall school term approaches, the inquiries as to the practical effects of integration in our schools are multiplying rapidly. Thus far we have stated that under the Board's adopted policy no record can be made available of the numbers of pupils or teachers by race.

It is doubtful whether any damage would be caused by releasing these numbers during this transitional stage. It is also doubtful whether it is to the public interest to refuse to furnish such information. The School Attendance Law requires that race be recorded for every pupil and the Board will recall that the Corporation Counsel opposed the request that this legislation be amended to discontinue recording of race.

The Superintendent recommends therefore that the Board suspend the operation of the above quoted portion of its declaration of policy to authorize him to record and release data showing the effects of integration in the public schools so far as the numbers of students and teachers are concerned, the suspension of the above quoted portion of the declaration of policy of the Board as to students to remain in effect until existing legislation is repealed or new legislation is enacted to support the Board's policy and the suspen-

sion of the above quoted portion of the declaration of policy of the Board in respect to the enumeration of teachers to be in effect until further action of the Board.

Respectfully submitted,

(signed) H. M. Corning

Hobart M. Corning
Superintendent of Schools

(Mr. Sharpe out of town)
(signed) Arcadia Near Phillips
(signed) Wesley S. Williams
(signed) Mary H. Parker
(signed) West A. Hamilton
(signed) Walter N. Tobriner
(signed) Robert R. Faulkner
(signed) Margaret Just Butcher

(Dr. Kirks out of town)

Approved by the Board of Education by poll of board completed September 10, 1954.

Attest: Elise Z. Watkins
Secretary, Board of Education

EXHIBIT 5

IN THE SUPREME COURT OF THE UNITED STATES

OCTOBER TERM, 1954

No. 4

SPOTTSWOOD THOMAS BOLLING, ET AL.,
Petitioners,

v.

C. MELVIN SHARPE, ET AL., Respondents.

AFFIDAVIT OF HOBART M. CORNING, SUPERINTENDENT OF SCHOOLS, D. C.

DISTRICT OF COLUMBIA, *ss:*

Personally appeared Hobart M. Corning, who, being first duly sworn, on oath deposes and says:

I am Superintendent of Schools of the District of Columbia and one of the respondents in the above-entitled cause. After the decision of May 17, 1954 in the above matter, the Board of Education, on May 25, 1954, approved a declaration of policy concerning the question of integration in the public school system of the District. (Exhibit 1). Thereafter, by Board action on September 8, 1954, paragraph 4 of the declaration of policy was suspended because it was found to be in conflict with an Act of Congress. (Exhibit 6). On the same date that the Board of Education adopted the declaration of policy above referred to, I submitted a report containing a general plan for desegregation of the schools. (Exhibit 2). My report was approved by the Board of Education on June 2, 1954.

On June 23, 1954 I submitted to the Board of Education a report containing a schedule of dates for the various steps in the program of desegregation of the schools, (Exhibit 3), which report was approved by the Board on that same date.

Soon after the opening of schools on September 13, 1954, I found that available classroom space permitted the taking of some of the steps in the integration program scheduled for February 1, 1955, and, in accordance with general authority, given me by approval of the general integration plan, to accelerate the time schedule, such steps were taken. This acceleration will not, however, result in completion of the program prior to September 1, 1955.

/s/ Hobart M. Corning
Hobart M. Corning

Subscribed and sworn to before me this 12th day of November, 1954.

Adam A. Giebel,
Notary Public, D. C.

EXHIBIT 6

IN THE SUPREME COURT OF THE UNITED STATES

OCTOBER TERM, 1954
No. 4

SPOTTSWOOD THOMAS BOLLING, ET AL.,
Petitioners,
v.
C. MELVIN SHARPE, ET AL., Respondents.

AFFIDAVIT OF C. MELVIN SHARPE, PRESIDENT, BOARD OF EDUCATION

DISTRICT OF COLUMBIA, *ss:*

Personally appeared C. Melvin Sharpe, who, being first duly sworn, on oath, deposes and says:

I am President of the Board of Education of the District of Columbia and one of the respondents in the above-entitled cause. The declaration of policy and the reports outlined in the affidavit of Dr. Hobart M. Corning (Exhibit 4) were considered by the Board of Education on the dates indicated therein and were approved as therein indicated.

Although there was a wide divergence of opinion amongst the members of the Board of Education concerning both the plans submitted to them by the Superintendent and the subsequently submitted time-schedule therefor, and sharp discussion took place in several of the Board meetings concerning both of these reports, said reports, as well as the "statement of principles" prepared by a committee of the Board, were adopted by Board action, and have been set into operation. There is still no unanimity of opinion among Board members that the plan submitted and the time schedule prepared by the Superintendent are the best that could be de-

vised. The principal objection at this point, by a minority of the Board, is that the transition is too rapid. Notwithstanding this view, the program of integration of the schools has been in effect since the opening of schools for the current term on September 13, 1954—indeed, much of the preparatory work for the commencement on that date of instruction on an integrated basis was accomplished prior thereto.

Since classes started, although some of the students in four or five schools on the junior high and high school levels expressed in a comparatively orderly manner for a period of a few days their emotions against integration, the program has proceeded, and integrated classes have been operating without incident.

/s/ C. Melvin Sharpe

C. Melvin Sharpe

Subscribed and sworn to before me this 12th day of November, 1954.

ADAM A. GIEBEL,
Notary Public, D. C.